DOCUMENT RESUME

ED 392 702 SO 025 873

AUTHOR Crawford, Barbara; Metcalf, Sandra
TITLE The Nevada Study on The Holocaust.
INSTITUTION Clark County School District, Las Vegas, Nev.; Jewish Federation of Las Vegas, NV.
SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, D.C.; Nevada Humanities Council.
PUB DATE 86
NOTE 47p.; Edited by Phyllis Darling and Karla McComb.
AVAILABLE FROM Governor's Advisory Council on Education Relating to The Holocaust, 3909 S. Maryland Parkway, Suite 400, Las Vegas, NV 89119-7520.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Anti Semitism; Civil Liberties; Civil Rights; High Schools; Intermediate Grades; *Jews; Junior High Schools; Middle Schools; *Nazism; Propaganda; Social Studies; Western Civilization; *World History; *World War II
IDENTIFIERS *Holocaust; Nevada

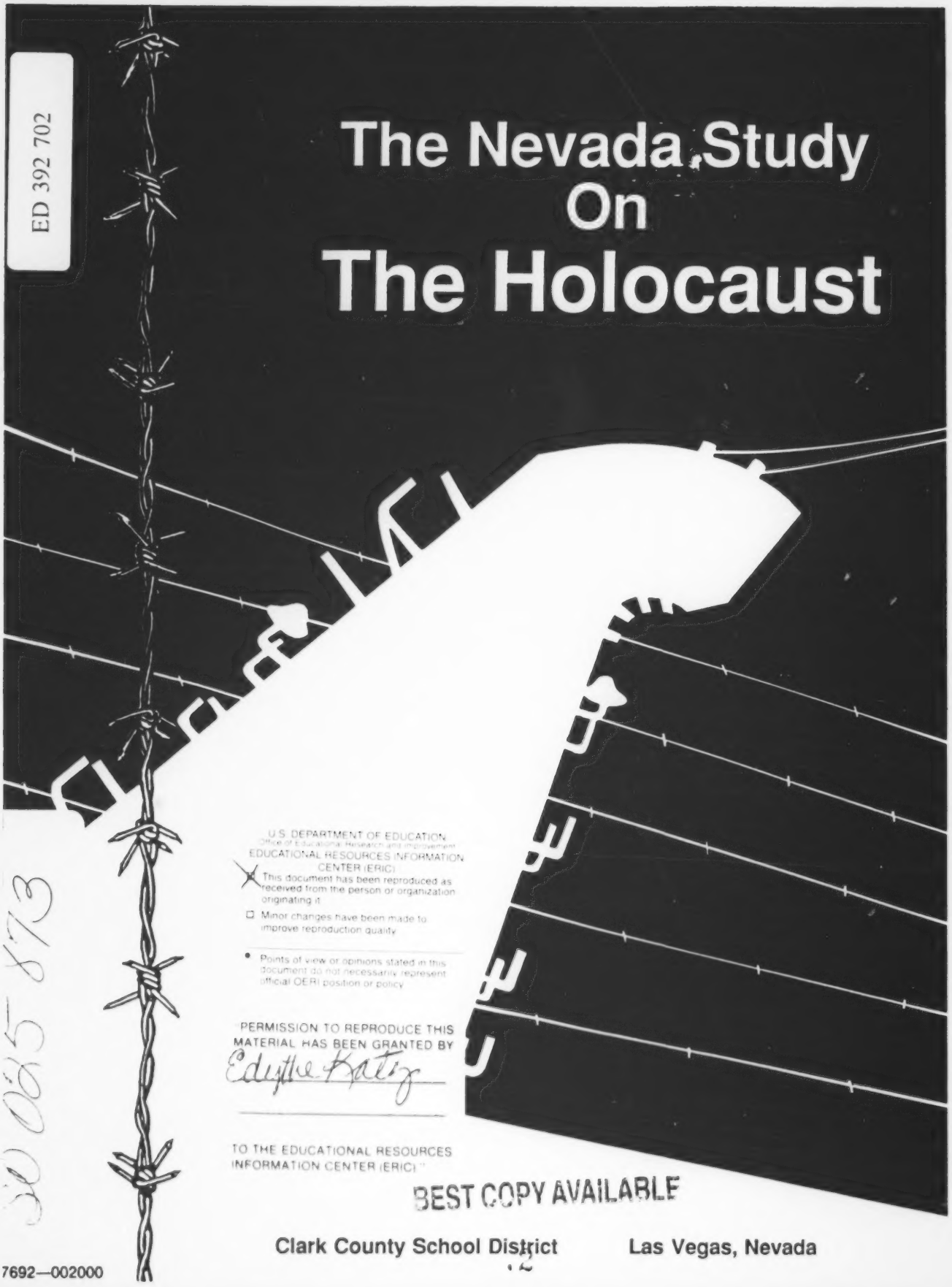
ABSTRACT

This study series on the Holocaust consists of four units designed for middle school/junior high and senior high students in United States and world history classes. The units may be self-contained or integrated into previous units of study. A 45-minute color video "Nevada Study on The Holocaust" accompanies this guide. The middle school unit focuses on propaganda and its uses in discrimination. The junior high school U.S. history unit provides an overview of discrimination in the United States and Europe in the first half of the 20th century and the Holocaust. The senior high school world history unit studies the rise of Nazism and the Holocaust. The senior high school U.S. history unit expands the study with an in-depth examination of the Holocaust. Resource materials are cited for further study. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 392 702

The Nevada Study On The Holocaust



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Edythe Katz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 025 873

BEST COPY AVAILABLE

Clark County School District Las Vegas, Nevada

7692—002000

Dedicated

to the

Memory

of

LLOYD KATZ

THE NEVADA STUDY ON

THE HOLOCAUST

Editor

Phyllis Darling

Associate Editor

Karla McComb

A joint project of the Clark County School District

and the

Las Vegas Jewish Federation

Writers

Barbarba Crawford

Sandra Metcalf

Special Acknowledgements

Edythe Katz..... Executive Project Director
Nevada Committee on the Holocaust

Agustin Orci..... Associate Superintendent for Instruction
Clark County School District

Miriam Katz..... Researcher, Las Vegas Jewish Federation

Vernon Mattson , Ph.D. .....University of Nevada, Las Vegas

Graphic Artist

Alex Guarino

nevada humanities committee

Funded by the Nevada Humanities
and the
National Endowment for the Humanities

Published in Las Vegas, Nevada
Copyright © 1986
by the
Clark County School District

STATEMENT OF PURPOSE

☐ These units are a study of the Holocaust: its causes, implications, and impact on all humanity.

☐ The purpose of this study is to help students understand human nature and human behavior when confronted with the concept of good and evil. The units will address the individual's responsibility to oneself and to society.

Goals...

1. To recognize opposing viewpoints.
2. To explore controversial and personal issues.
3. To recognize a point of view through facts and logic.
4. To identify emotional effects and arguments regarding political events.
5. To understand one's own reactions and feelings regarding events of a traumatic nature.
6. To empathize with those who were victims of the Nazis.
7. To develop an understanding of the interrelationship between human institutions: economic, cultural, social, political, and religious.
8. To read and recall information.
9. To develop inferential skills and assumptive skills.
10. To recognize fact versus opinion.
11. To enhance vocabulary.
12. To develop map and chart assessment skills.
13. To analyze propaganda techniques.
14. To recognize multiple causes for particular events or effects.
15. To explore the techniques for solving a problem.
16. To develop the ability to make valid generalizations.

INTRODUCTION TO THE HOLOCAUST STUDY SERIES

☐ This study series consists of four units designed for the middle school/junior high U. S. History, senior high World History and U. S. History classes. Although each unit has been written to build on the previous units, all four units may be taught as self-contained courses of study*. In addition, each unit has been carefully structured to fit the emotional maturity and intellectual capabilities of students at each grade level. Because of the shocking nature of the events of the Holocaust, teachers should be cautious about moving materials and activities from one unit to another, particularly from higher to lower grade levels.

SCOPE AND SEQUENCE

Middle School Unit

CONCEPTS	SKILLS
Propaganda	Identification of propaganda in current news media
Individual differences in people	
	Journal writing
Anti-Semitism in America Discrimination in America	Identification of historical and contemporary anti-Semitism

* N.B. These curricula have been designed to correlate with the sequence of courses of the Nevada Department of Education. Teachers in other states are encouraged to tailor the units to meet their own state's sequence.

SCOPE AND SEQUENCE (continued)

Junior High School U. S. History Unit

CONCEPTS	SKILLS
Immigration patterns in the U.S.	
	Reintroduction of journal writing
Historical and cultural background of Nazism	
Scapegoating and minorities in Germany: The Final Solution	Holocaust vocabulary
Individual and group reaction to the Holocaust	Identification of the "righteous gentile" Anne Frank, the Warsaw Ghetto, the U.S. response

High School World History Unit

CONCEPTS	SKILLS
Europe and the Final Solution	Map activity: Identification of concentration camps
Jews in German history and society	
Guilt and disbelief: The reaction of non-Jews to the Holocaust	

SCOPE AND SEQUENCE (continued)

CONCEPTS	SKILLS
Could it happen here?	
Individual responsibility	
Motive and Opportunity: Revisionist history	

High School U.S. History Unit

CONCEPTS	SKILLS
The Rise of the Nazi Party: Mein Kampf and Adolf Hitler	
The roots of anti-Semitism in European history and religion	
Totalitarianism	Chronology of the Holocaust
Death of a People: The concentration camps	
Moral and physical courage: the righteous gentile	
Crimes against humanity	Student mock Nuremberg trial

"Thanks to the human heart by which we live,
Thanks to its tenderness, its joys and fears,
To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears."

INTRODUCTION TO THE MIDDLE SCHOOL UNIT

- This unit has been designed to be taught as part of the middle school social studies curriculum; however, it could be used in a language arts or reading class. The unit combines the use of journal writing, discussion, readings, films, magazines, newspapers, and books with a study of discrimination.

- The suggested time frame is a 10-day period in conjunction with Brotherhood Week or a unit on World War II. At the teacher's discretion, the unit may be shortened by deleting particular readings or activities.

- The purpose of the journal* is to record and clarify ideas and feelings experienced in the unit on discrimination. Teachers may set aside 10 to 15 minutes each day for students to write in their journals.

*For those unfamiliar with a journal, it is similar to a diary or a log of one's feelings and responses to continuing curricular activities. This gives sensitive students a chance to vent feelings and emotions in writing rather than verbalize such personal feelings. Journals should be shared only with the student's permission and should not be graded or assessed in any manner.

SIXTH GRADE HOLOCAUST UNIT

NOTES	ACTIVITY	MATERIALS
Assign a journal for students to keep during the unit for purpose of recording emotions and reactions.	**DAY ONE** Introduce purpose for keeping journal. Introduce idea of individual differences. Have each student study his or her potato to notice differences. Have students introduce and describe potato to class. Encourage details. Discuss differences and similarities in people.	Sack of potatoes or apples or peanuts. See Appendix A.
	DAY TWO Introduce concept of propaganda. Talk about advertising in all forms of media. Have students suggest advertising on TV and commericals that typify propaganda types.	Propaganda terms and definitions. See Appendix B. See Appendix C.
Students may be grouped or work individually to create a collage or poster illustrating propaganda techniques.	**DAY THREE** Demonstrate contemporary use of TV as a medium for various types of propaganda. In small groups use magazines and newspapers to find examples of different propaganda techniques. Make display of students' findings.	Magazines and newspapers glue, scissors, construction paper.
	DAY FOUR Discuss how propaganda is used in discrimination. Briefy introduce vocabulary pertaining to discrimination and the film Eye of The Storm.	Film: Eye of the Storm VHS 30 minutes See Appendix B.
Journals	**DAY FIVE** Give students 10 minutes to write in journals reflecting on Eye of the Storm. Review discrimination terms as they apply to the film.	Discrimination terms.

SIXTH GRADE HOLOCAUST UNIT

NOTES	ACTIVITY	MATERIALS
Journals	**DAY SIX** Discuss specific examples of discrimination: a. black slavery b. internment of Japanese/Americans in World War II c. anti-Semitism d. the boat people e. handicapped f. women	
	DAY SEVEN Read aloud to class: Promise of a New Spring.	Copy of Promise of a New Spring.
Continue to allow time for journals.	**DAY EIGHT** Discuss students' reaction to Promise of a New Spring. Have students answer the following questions: "Was there a time in your life when you were insulted or mistreated because of your ethnic, religious, or racial identity? If not, describe something you may have witnessed or heard."	
Collect journals.	**DAY NINE** Wrap-up discussion and review of important terminology, concepts, and ideas.	
	DAY TEN Evaluation. Teacher-made test of terms, concepts, and ideas (15 minutes). Discuss the value of journals in expressing thoughts.	See Appendix D.

APPENDIX A

LESSON 1: INTRODUCTION

1. Discuss attitudes with class. "All teenagers are alike." Students will not agree in all cases but will find similar trends and traits.

2. Activity: Bring enough potatoes to class for each student. Have each student choose a potato. Give them a few seconds to observe their potato. Have a potato and "introduce" your potato to the class. One can describe the many eyes to see everywhere, the bruised condition due to careless handling at the market, etc., as examples. Have students introduce their potatoes to each other, sharpening speaking skills at the same time. Have them put potatoes back into the sack and then see if they can pick out their own potato. Discuss the differences and similarities between potatoes. Then relate to the differences in teenagers.

   Put on board:

   WE / ME

   List things all of the students seem to do or how they are alike and list things which make them individuals.

APPENDIX B

LESSON 2: PROPAGANDA TECHNIQUES

1. Introduce the following terms and definitions:

   a. Bandwagon - everybody is doing it, persuades people to follow.

   b. Testimonial - endorsement of a product by well-known person.

   c. Transfer - beautiful images transferred to product.

   d. Repetition - repeating key words or phrases.

   e. Name calling - attach an unpopular label to another.

   f. Emotional words - words used to bring emotional response.

   g. Faulty Cause and Effect - no relationship between two things.

   h. Identification with prestige - prominent people use product.

   i. Card stacking - distortion of facts.

   j. Plain folks - audience accepts the person as one of them.

LESSON 2: PROPAGANDA TECHNIQUES (continued)

k. Glittering generalities - vague slogans become meaningless.

l. Exaggeration - something is the best, the only, the greatest.

2. Activity: Have students watch television commericals in order to find one to match each technique. Then have them copy or cut out advertisements from magazines to illustrate propaganda techniques used by advertisers.

APPENDIX C

PROPAGANDA ACTIVITY...

Using the terms in Appendix D, have students find examples of advertisements to persuade consumers to buy products. Ask the following questions so that the class will look at advertisements as techniques directed at a particular audience for particular reasons:

1. Who buys the product?
2. Why?
3. What is the appeal of the ad?
4. How is the ad composed? What does the eye see first?
5. How does the use of color enhance the product?
6. Is the product actual, or is it a representation to make the product look better?
7. What is the age and sex of the person who is to buy the product?
8. What is the relationship between the ad and the buyer?
9. Why did the advertiser use a particular technique?
10. What types of people are used in the ad?

There are two ways you may use this activity. First, you could assign students to view television commercials and find examples to illustrate each technique. They could then write each technique into a corresponding ad. Slogans could be included. Writing could be enhanced by instructing students to answer in complete sentences and to give opinions as to why the ad illustrates a particular technique.

The second method would be to provide the class with old magazines and newspapers. Students would find ads representing each propaganda technique; cut out the ad, mount it on colored paper, write the appropriate technique, and present a complete package of the terms. Another way would be to place students in groups, allowing them to make a collage for each propaganda technique. The finished products could be displayed.

APPENDIX D

NAME_____

PERIOD_____

DATE_____

PROPAGANDA TERMINOLOGY - MATCHING

_____	1. Bandwagon	a.	Words used to bring about a specific emotional response.
_____	2. Testimonial	b.	Identifying another by attaching an unpopular label to them whether it fits or not.
_____	3. Transfer	c.	Claiming that something is the best, the only, or the greatest.
_____	4. Repetition	d.	The idea that "everybody's doing it" persuades many people to follow.
_____	5. Name Calling	e.	Some action or situation has caused a certain result even though no relationship between the two is actually explained.
_____	6. Emotional Words (slanted words)	f.	Names of prominent people used to give authority to an idea.
_____	7. Faulty Cause and Effect	g.	Repeating slogans or certain key words.
_____	8. Prestige	h.	Endorsement of a product by a well-known individual.
_____	9. Card Stacking	i.	Beautiful images and scenes are transferred to the product and therefore to the purchaser.
_____	10. Plain Folks (group appeal)	j.	Slogans so vague as to be meaningless.
_____	11. Glittering Generalities	k.	Distortion of facts and misuse of statistics to favor a particular conclusion.
_____	12. Exaggeration	l.	Getting an audience to accept speaker as one of them.

BIBLIOGRAPHY

BOOKS*

Frank, Anne, The Diary of Anne Frank, Doubleday, 1967.

Klein, Gerda Weissman, Promise of a New Spring, Rossel Books, 1981.

FILMS

Eye of the Storm, VHS, 25 minutes. ADL Human Relations Film.

*These books may be available at your local Jewish Federation.

"Memory brings the past into the present and disturbs us in our complacent lives."

INTRODUCTION TO THE JUNIOR HIGH AMERICAN HISTORY HOLOCAUST UNIT

- ☐ This unit has been designed to be taught as a part of the junior high United States history curriculum. It may be used in conjunction with the middle school Holocaust unit. This unit combines lectures, discussions, activities and films to provide students with an overview of discrimination in America and Europe in the first half of the 20th century and the Holocaust.

- ☐ The suggested time frame is a two-week period during the discussion of the post-World War I era.

- ☐ At the teacher's discretion, the time spent on the unit may be modified by adding or deleting particular readings or activities.

NOTES	ACTIVITY	MATERIALS
Assign a journal for students to keep during the unit for the purpose of recording personal reaction. Allow five minutes at the end of each period. Assign each student the task of finding a famous person who immigrated to the U.S., and have them report to the class. For tomorrow, have students find out where their ancestors settled in America and why they came.	**DAY ONE** Read and discuss text material about immigration to the U.S. in the late 1800s. Brainstorm the similarities and differences among the immigrants. 1. Where did the immigrants come from? 2. Why did they leave the old country? Supplementary activity: Show film, The Innocent Years.	Classroom text on U. S. History. The Innocent Years 28 minutes 16 mm
	DAY TWO Explain in detail the importance of journal keeping. Discuss why students' ancestors came to America, and where they settled. Compare prejudice in the U.S. and Europe in the early 20th century: 1. Comparison of European and American ghettos. 2. Differences in the life-styles of educated and poor Jews, i.e., language, culture, and assimilation.	
	DAY THREE Share with students the chronology of Europe from 1918 through 1940, with emphasis on the psychological and economic problems in Germany resulting from World War I. Show how the economic distress caused by the war and the humiliation caused by the Versailles	

Junior High Holocaust Unit

NOTES	ACTIVITY	MATERIALS
Continue journal activity.	**DAY THREE** (continued) Treaty made Germany receptive to a "man on horseback." Discuss how with little education, few followers, and low status, Hitler was able to gain power by playing on the distress of people with tactics such as scapegoating.	
	DAY FOUR Continue discussion of the Nazi Era. 1. How can a dictator like Hitler achieve power? 2. Who were the Nazis? 3. What did they want?	Holocaust Vocabulary See Appendix A.
	DAYS FIVE AND SIX Discuss the Final Solution: Who was included besides the Jews? What kind of resistance was there? What effective control mechanisms did the SS devise? Discuss the establishment of ghettos and concentration camps.	Map activity. Point out the locations of countries involved in the Holocaust.
	DAY SEVEN Discuss resistance in the Warsaw Ghetto. Lecture and discuss the "righteous gentiles," the people who risked their lives to save strangers. Discuss the role played by the U.S.: 1. Why did the U.S. turn away ships filled with Jewish refugees from the Holocaust? 2. Why did the American army refuse to bomb the railroad lines leading to Auschwitz? 3. Why were there 400,000 unfilled immigration quota spaces after the war?	Shindler's List See Bibliography
Have students answer questions on film.	**DAYS EIGHT AND NINE** Show film, Diary of Anne Frank	Diary of Anne Frank 16 mm See Appendix B.

NOTES	ACTIVITY	MATERIALS
	DAY TEN Review terms and concepts. Have students review their journals and write two paragraphs on the meaning of this lesson. Supplementary activity: Have students design a cover for journals.	Art materials: paper, markers
	DAY ELEVEN Final Evaluation	Teacher-made test

APPENDIX A

HOLOCAUST VOCABULARY

1.	Aryan	-	Superior Nordic-type gentile
2.	Demagogue	-	Obtain power by appeal to emotions
3.	Final Solution	-	Physical extermination of Jews
4.	Genocide	-	Systematic killing of whole race
5.	Gestapo	-	German internal police under Nazis
6.	Holocaust	-	Total destruction of people by fire
7.	Nationalism	-	Excess patriotism
8.	Nazi	-	Political party in 1930 - 1945
9.	Prejudice	-	Judgment formed before facts known
10.	Racism	-	Discrimination on basis of race
11.	Scapegoat	-	Person bears blame for others
12.	Stereotype	-	Group which has no individuality
13.	Third Reich	-	Third Republic, Hitler's Germany
14.	Totalitarianism	-	Complete political government control

APPENDIX B

QUESTIONS FOR DISCUSSION OR WRITING

DIARY OF ANNE FRANK

1. Which of Anne's feelings and concerns appear to be completely normal for a girl of her age?

   In what ways does she seem unusual?

2. Certain items mentioned very early in the play gain significance as the story advances. Explain what is seen earlier by each of the following:

   a. Mr. Frank's many-colored scarf
   b. Mrs. Van Daan's fur coat
   c. Mr. Van Dann smoking a cigarette
   d. Peter's cat
   e. Anne's movie star pictures

3. Consider the following statement: The Diary of Ann Frank is not dramatic enough. The last scenes should have shown Anne's death in a concentration camp. Then we could truly see the tragedy.

4. The Diary of Anne Frank has been called "a living tribute to the dignity, courage, and perseverance of the human spirit." These words are an accurate description of the film. Describe specific scenes which will defend this statement.

5. Can reading or viewing The Diary of Anne Frank be influential in preventing future persecution of innocent people?

6. What did the friends and neighbors of the Frank family have to do to keep them safe and to hide the fact that they were sheltering fugitives? Would you risk your life as they did?

BIBLIOGRAPHY

BOOKS

Kenneally, Thomas, Schindler's List, Penguin Books, 1983.

FILMS

Diary of Anne Frank, 16 mm, Films Incorporated, New York City
The Innocent Years, 16 mm, McGraw-Hill Films

Some of these materials may be available at your local Jewish Federation.

"What is required for a man to stand upright in a season of great wickedness?"

INTRODUCTION TO THE WORLD HISTORY HOLOCAUST UNIT

- ☐ This unit has been designed to be taught as part of the world history curriculum in the secondary schools, to be used in conjunction with units taught previously in the middle school and junior high school.

- ☐ The unit combines lectures, discussions, maps and charts, journal writing, and films to provide students with an understanding of the rise of Nazism and the Holocaust.

- ☐ The suggested time frame is a 12-day period in correlation with the world history course of study on World War II.

- ☐ Many of the materials suggested reflect the violent and shocking nature of the Holocaust in a graphic manner; it is strongly recommended that the teacher carefully preview these materials, particularly the films, before using them in the classroom. (The teacher may wish to obtain parental permission prior to showing films such as Night and Fog.)

World History Holocaust Unit

NOTES	ACTIVITY	MATERIALS
Assign a journal for students to keep during the unit for the purpose of recording their reactions. Reserve the last five minutes of class for this purpose.	**DAY ONE** Show tape of Plague on the Land.	Plague on the Land videotape
	DAY TWO Review the concept of the Final Solution. Use maps and charts to show the number of people who were put to death in the concentration camps and the groups to which they belonged.	Maps and Charts. See Appendix A.
	DAY THREE Show Camera of My Family. Discuss the idea of "temporary madness."	Camera of My Family filmstrip 18 minutes
Teacher may wish to send home permission slips for tomorrow's movie.	**DAY FOUR** Create a timeline illustrating the Nazi invasions, country by country. Include major camps. Discuss how the lack of television and the active censorship of media affected the Jews' perceptions of the full scope of the Nazi program.	
This film is graphic; it must be previewed. Allow students to step out of the room if necessary.	**DAY FIVE** Show film Night and Fog.	Night and Fog 16 mm 31 minutes

BEST COPY AVAILABLE

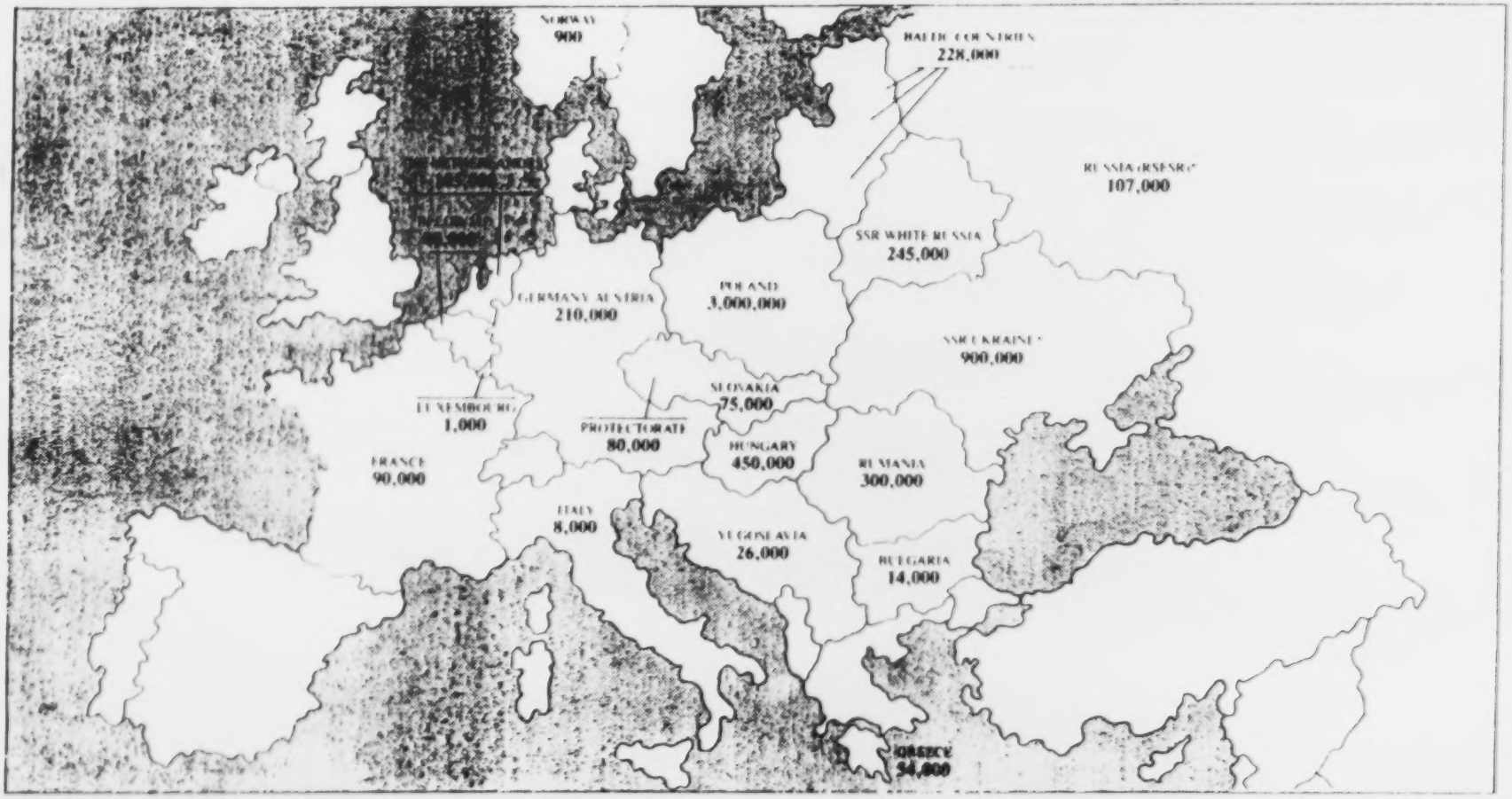
World History Holocaust Unit (continued)

NOTES	ACTIVITY	MATERIALS
	DAY SIX Devote the first five or ten minutes of class to writing about Night and Fog in journals. Have the students share their impressions of the movie, on a voluntary basis. Discuss the guilt feelings of the survivors and the role of propaganda, then and now.	
Assign an essay on The Wave. see Appendix B	**DAY SEVEN** Introduce The Wave. Show tape.	The Wave videotape 1 hour
Continue journal writing.	**DAY EIGHT** Show second half of The Wave. Discuss the concepts of guilt and responsibility. When and how does one take a stand on issues, such as drugs, alcohol, social responsibility?	
Collect essays on The Wave Assign an essay to be written from the journal notes on "individual responsibility."	**DAY NINE** Show film, Joseph Schultz. Discuss the concept of the "righteous gentile." Why did people like Joseph Schultz, Raoul Wallenberg, and Oscar Schindler risk their lives to save strangers? How did their personal and moral courage contrast with most Nazis' refusal to accept personal responsibility for their part in the Holocaust?	Joseph Schultz 16 mm 14 minutes Schindler's List (see bibliography)
	DAY TEN Final wrap-up discussion of terms and concepts.	
	NOTE: The two essays have been designed as the evaluation for this unit. However, the teacher may wish to use an extra day for a test. If not, testing should be part of the larger history unit.	

APPENDIX A

Published by the Anti-Defamation League of B'nai B'rith in Cooperation with The National Council for the Social Studies.

Copyright © 1978 the Anti-Defamation League of B'nai B'rith



Six Million Murdered

There is no way to establish an accurate figure for the total number of Jews murdered in World War II. In 1945 the Nuremberg War Crimes Tribunal estimated that 5,700,000 Jews had been killed by the Nazis, representing two thirds of the pre-war European Jewish population.

Reprinted by permission of the Anti-Defamation League of B'nai B'rth

BEST COPY AVAILABLE

APPENDIX B

THE WAVE

The following are quotes directly from The Wave which can be used for writing essays and paragraphs.

1. "There is a bond between people who work together; feeling a part of something more important than yourself. You must participate and experience it," says Mr. Ross.

2. David says to Laurie: "So a few people are getting hurt along the way. It's for the good of the group."

3. David says to Laurie: "You're not special anymore - you're not the smartest one in the class; not the most popular."

4. Laurie's father says: "I'm all for something that will make the kids today study." "Yes, our country was founded on that very idea of working together for the good of the country." "If no parents are complaining, why should we?"

5. Laurie's mom says: "We've raised you to be an individual. The popular thing is not always the right thing. The experiment sounds like brainwashing; mob psychology."

6. Ross: "We all would have made good Nazis. We would have put on the uniform and turned our heads as friends and neighbors were persecuted and cursed."

7. "Within each of us is the hidden desire to bargain away our freedom for the comfort of discipline."

8. Ross: "You traded your freedom for what you said was equality. You thought you were elite - better than anyone outside of this room."

9. "You chose to accept the group's will over your own convictions."

10. "Fascism isn't something those people did, it is right here in all of us. You ask how could innocent people be murdered, yet the German people said nothing happened. How could they claim they were not involved? What causes people to deny their own histories?"

11. "If history repeats itself, you will all deny what happened to you in The Wave. But, if our experiment has been successful, you will have learned that you are responsible for your own actions, and that you must always question what you do rather than blindly follow a leader, and for the rest of your lives, you will never allow a group's will to usurp your individual rights."

Use the following to stimulate discussion on The Wave.

1. "How could the German people claim ignorance of the slaughter of 10 million people?"

2. Discuss three changes in Robert: socially, emotionally and intellectually.

3. Robert becomes Mr. Ross' bodyguard. He is part of something special for the first time in his life and he doesn't want anything to happen to Ross for fear that it might end.

4. "Strength through discipline,
   Strength through community,
   Strength through action,
   Strength through pride."

5. Does the teacher become 'caught up' in his own experiment? Does he seem to enjoy the popularity? Is it an innate desire for power?

6. Which of Laurie's parents is the individualist one? Why?

7. Discuss the idea of discipline used in a positive way as compared to the negative ones used in the film.

8. When do teenagers learn to take a stand and decide for themselves what is right for them to do? Why should everyone go along with the group?

9. Would you openly defy a teacher?

10. Discuss the concept of obedience at all costs.

11. Discuss the concept that the result of The Wave became a great sign of pride.

12. At the end of The Wave, the more one is pulled in, like Robert, the more humiliated one would feel afterward.

13. Ross: "No one is more important or popular than anyone else. Everyone is equal." Is everyone equal, or should everyone be equal? Discuss the power of belonging.

BIBLIOGRAPHY

BOOKS

Kennenlly, Thomas, Schindler's List, Penquin Books, 1983.

FILMS

Camera of My Family, filmstrip, 18 minutes. ADL Films, Center for Holocaust Studies.

Joseph Schultz, 16 mm, 14 minutes. Wombat Productions.

Night and Fog, 16 mm, 31 minutes. ADL Films, Center for Holocaust Studies.

Plague on the Land, videotape. Clark County School District.

The Wave, VHS, 1 hour. Texture Films, Incorporated.

"I know that the great tragedies of history often fascinate men with approaching horror. Paralyzed, they cannot make up their minds to do anything but wait. So they wait. , and one day the Gorgon devours them. But I should like to convince you that the spell can be broken, that there is an illusion of impotence, that strength of heart, intelligence and courage are enough to stop fate and sometimes reverse it."

Albert Camus

BEST COPY AVAILABLE

INTRODUCTION TO THE AMERICAN HISTORY, SENIOR HIGH UNIT

☐ This unit has been designed to be taught as part of the high school American History curriculum to be used in conjunction with units previously taught in the middle school, junior high, and senior high World History. The unit combines lectures, discussions, role simulations, readings, and films to provide students with an in-depth study of the Holocaust.

☐ The suggested time frame is a two-week period during or after the World War II unit. The unit may be shortened by deleting particular readings or activities. Wherever possible, alternative activities have been suggested to take the place of portions of the unit, or to expand a section on which the teacher would like to spend additional time.

☐ Many of the materials listed reflect the violent and shocking nature of the Holocaust in a graphic manner; it is strongly recommended that the teacher carefully preview these materials - particularly the films - before using them in the classroom. (The teacher may wish to obtain parental permission prior to showing films such as Genocide.)

Preliminary note:

■ Students should be assigned to read Mein Kampf two weeks prior to beginning this unit. At this time, teachers may wish to review the unit with an eye to contacting speakers, ordering films, duplicating materials, and developing pre- and posttests, where appropriate.

American History Holocaust Unit

Suggested Time Frame: Two Weeks

NOTES	ACTIVITY	MATERIALS
Assign a journal for students to keep during the unit for the purpose of recording their emotions and responses to the unit.	**DAY ONE** Lecture on Adolf Hitler's background and rise to power. View first half of The Twisted Cross.	The Twisted Cross 55 minutes 16 mm
	DAY TWO Finish viewing The Twisted Cross. Discuss the tactics used by Hitler to seize and hold power, with an emphasis on propaganda and scapegoating. Sample questions: 1. What is the definition of propaganda? 2. Do we have propaganda in America? If so, how are we different from Nazi Germany? 3. What is a scapegoat?	The Twisted Cross
	DAY THREE Lecture and discussion on: 1. General European and specific German backgrounds of anti-Semitism a. Effect of the doctrines of the Catholic Church b. Impact of Martin Luther c. History of the Spanish Inquisition, Russian pogroms, and European expulsion of the Jews. 2. The Final Solution as a natural outcome of previous European and German anti-Semitism.	A succinct description of these periods may be found in Anti-Semitism - The Road to the Holocaust and Beyond (see bibliography). A list of the parallels between canonical (church) law and Nazi anti-Jewish laws are found in The Holocaust and Genocide (see bibliography).
	DAY FOUR Lecture on the chronology of the Holocaust, 1933-39. Discussion on appropriate responses on: 1. Compulsory identification of Jews. 2. Denial of education and jobs to Jews. 3. Segregation and "relocation" of Jews.	Chronology See Appendix C. The Milgrim Shock experience is an invaluable teaching tool in conveying the impact of authority to students.

BEST COPY AVAILABLE

American History Holocaust Unit (continued)

NOTES	ACTIVITY	MATERIALS
	DAY FOUR (continued) Students role play: Segregation of minority groups and possible responses. The teacher might include modern American and world situations, e.g., Cambodia, the Netherlands (there is a museum in the Anne Frank House in Amsterdam documenting mistreatment of the Indonesians), the Vietnamese in Louisiana, etc.	See Stanley Milgrim in the bibliography.
Teacher may wish to issue consent letter to view Genocide.	**DAY FIVE** Lecture on the chronology of the Holocaust, 1940-45. Read to the class from Dehumanization and Starvation by Viktor Frankl. Questions for discussion: Is resistance possible under these circumstances? What is the difference between passive and aggressive resistance?	Viktor Frankl see Appendix B
	DAY SIX Prepare the students to view Genocide. The teacher may wish to explain that the film is extremely graphic in its depiction of brutality, and that appropriate response includes horror, sadness, and crying, and that displaying emotion in response to this type of experience is natural and expected.	Genocide Videotape 80 minutes
	DAY SEVEN Finish viewing Genocide. Discuss student responses to the film. Supplementary activity: Have a survivor present to talk with the class about the survivors' experiences.	
	DAY EIGHT Lecture and discussion on the role of the "righteous gentile" during the Holocaust. Read to the students from Schindler's List. Question for discussion: Would you take the risk? Alternate activity: View Avenue of the Just.	Schindler's List (see bibliography) Avenue of the Just 16 mm

American History Holocaust Unit (continued)

NOTES	ACTIVITY	MATERIALS
	DAY NINE Show tape, To Bear Witness, to contrast U.S. role as liberators with the lack of action during the war. Discuss the U.S. role in the Holocaust. Discussion, questions, see Appendix D.	To Bear Witness 30 minutes VHS
	DAY TEN Mock Nuremberg Trial. For trial materials and schedule see appendix. Alternative activity: View first half of Trial at Nuremberg.	Trial at Nuremberg 60 minutes 16 mm Films, Inc. See Appendix A.
Teacher may wish to videotape the trial and show it to class next week so students may analyze and critique it. Student journals to be brought to class tomorrow.	**DAY ELEVEN** Second day of mock trial. Alternative activity: Finish viewing Trial at Nuremberg. Discuss the movie in terms of the thesis put forth by Robert Jackson: The Nuremberg trials were the "greatest tribute paid by force to reason."	
	EVALUATION: Have the students write a paper from their journals. Suggested Theses: 1. All that is necessary for evil to triumph is for good people to do nothing. 2. Anne Frank: "In spite of everything, I still believe that people are really good at heart ... I can feel the suffering of millions and yet if I look up into the heavens, I think it will all come right, that this cruelty, too, will end and that peace and tranquility will return again. In the meantime, I must uphold my ideals, for perhaps the time will come when I shall be able to carry them out."	

APPENDIX A

MOCK NUREMBERG WAR CRIMES TRIAL

• OBJECTIVES

1. To wrap up the Holocaust unit in a way that satisfies the demands of logic, history, and ethics.
2. To make clear to the students the specific charges involved in the general charge of "crimes against humanity."
3. To enable the students to understand the Nuremberg war crimes principles laid down at the trial, and its subsequent applicability in cases such as My Lai in Viet Nam.
4. To point out the unique historical perspective of a war crimes trial.

• METHODOLOGY

It is suggested that the teacher assign these roles on a volunteer basis to those students who are willing to put in the extra time and effort on research and preparation necessary to stage an interesting and accurate trial. The teacher may wish to have the students write out a script for the trial; in any case, it will be necessary for the participants to begin their research several weeks before the trial is scheduled.

• MATERIALS

The Trials of the Major German War Criminals, International Military Tribunal at Nuremberg. London, 1951. (Available at the University of Nevada Library and most major college libraries.)
Trial at Nuremberg, 16 mm, 50 minutes, Films, Inc.

SUGGESTED TIME FRAME: Two days

• MAJOR ROLES

Chief U.S. Prosecutor, Robert Jackson, represents all Allied prosecutors
Four Judges: Russian, American, British, and French. One judge may be selected to act as spokesman for the judges.

APPENDIX A (continued)

- Defendants:

  Herman Goering. (Selected because of his key military and political roles in the Third Reich.)
  Rudolf Hess. (Selected because of his role as Deputy Fuerher in enforcing the Nuremberg Laws.)
  Albert Speer. (Selected because he was the only major Nazi to accept responsibility for his participation in the Nazi regine.
  Hans Frank, the "Butcher of Poland."
  (Selected to represent the Concentration Camp Commandants.)

- Witnesses:

  Jewish store owner - will testify against Goering, who confiscated his store and home.
  Christian woman - will testify against Hess, whose enforcement of the Nuremberg Laws led to her imprisonment for marrying a non-Aryan.
  Auschwitz survivor - will testify against Frank's brutality in the concentration camps.
  A Pole - who worked in a forced labor camp on a Speer project will testify against Speer.

- Defense Attorney: Will represent all defense attorneys.

- SCHEDULE:

  First Day

  Opening speeches by the prosecutor and defense attorney. These speeches should be approximately ten minutes in length and should introduce the audience to the major arguments to be used for and against the defendants.
  Testimony by witnesses. Each witness should be given approximately five minutes to testify, testimony to be based on their research of the actual trial.

  Example: The Auschwitz survivor should describe the actual events he or she saw and experienced in the camp.

APPENDIX A (continued)

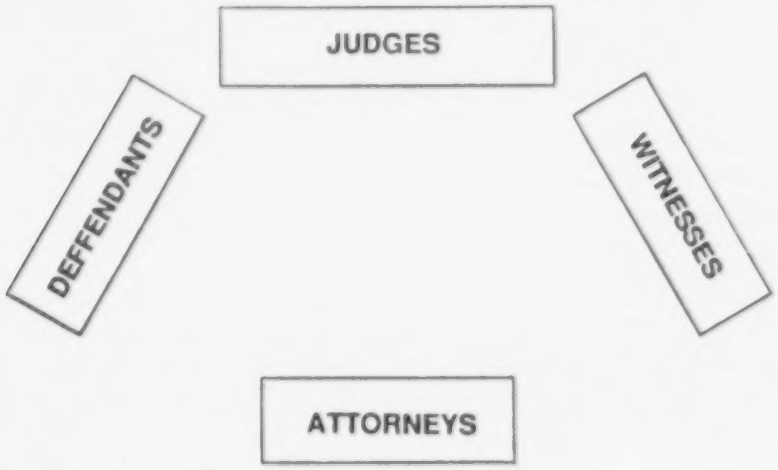
Second Day

Defendants' speeches. Each defendant should be given approximately five minutes to plead guilty or not guilty, and to justify their actions based on actual trial testimony.

Summation by the prosecution and defence. Each attorney should sum up his/her arguments... approximately five minutes each.

Speech, verdict, and sentences handed down by judges. The judges should have approximately fifteen minutes to wrap up the trial.

- PHYSICAL ARRANGEMENTS



APPENDIX B

☐ Suddenly there was a stir among my fellow travelers, who had been standing about with pale, frightened faces, helplessly debating. Again we heard the hoarsely shouted commands. We were driven with blows into the immediate anteroom of the bath. There we assembled around an SS man who waited until we had all arrived. Then he said, "I will give you two minutes, and I shall time you by my watch. In those two minutes you will get fully undressed and drop everything on the floor where you are standing. You will take nothing with you except your shoes, your belt or suspenders, and possibly a truss. I am starting to count...now!"

With unthinkable haste, people tore off their clothes. As the time grew shorter, they became increasingly nervous and pulled clumsily at their underwear, belts, and shoelaces. Then we heard the first sounds of whipping; leather straps beating down on naked bodies.

Next we were herded into another room to be shaved; not only our heads were shorn, but not a hair was left on our entire bodies. Then on to the showers, where we lined up again. We hardly recognized each other; but with great relief some people noted that real water dripped from the sprays.

While we were waiting for the shower, our nakedness was brought home to us; we really had nothing except our bare bodies -- even minus hair; all we possessed, literally, was our naked existence.

During the latter part of our imprisonment, the daily ration consisted of very watery soup given out once daily, and the usual small bread ration. In addition to that, there was the so-called "extra allowance," consisting of three-fourths of an ounce of margarine, or of a slice of poor quality sausage, or of a little piece of cheese, or a bit of synthetic honey, or a spoonful of watery jam, varying daily. In calories, this diet was absolutely inadequate, especially taking into consideration our heavy manual work and our constant exposure to the cold in inadequate clothing. The sick who were "under special care" -- that is, those who were allowed to lie in the huts instead of leaving the camp for work -- were even worse off.

When the last layers of subcutaneous fat had vanished, and we looked like skeletons disguised with skin and rags, we could watch our bodies beginning to devour themselves. The organism digested its own protein, and the muscles disappeared. Then the body had no powers of resistance left. One after another the members of the little community in our hut died. Each of us could calculate with fair accuracy whose turn would be next, and when his own would come.

Frankl, Viktor, Man's Search for Meaning, Beacon Press, 1962.

APPENDIX C

A HOLOCAUST CHRONOLOGY

January 1933	Adolf Hitler becomes Chancellor of Germany.
March 1933	The Jews of Germany are expelled from the Civil Service and most professions.
April 1933	Formation of the Geheime Staatspolizei (The Gestapo).
August 1934	Hitler becomes head of state and virtual Dictator upon the death of President Von Hindenburg.
September 1935	The Nuremberg laws strip Jews of their citizenship and forbid their marriage to Aryans.
July 1937	The first concentration camp is opened at Buchenwald.
March 1938	The Anschluss. Austria is annexed by Germany.
September 1938	Munich. The Sudetenland is handed over to Germany by the Western powers.
November 1938	Kristallnacht. Organized rioters destroy Jewish homes, temples, and stores in the "Night of Broken Glass." Jews are fined one billion marks for damages to their property.
March 1939	Hitler invades Czechoslovakia.
August 1939	Germany and the Soviet Union sign a nonaggression pact which secretly carves up Poland.
September 1939	Germany invades Poland; France and England declare war on Germany.
November 1939	The establishment of the Warsaw Ghetto.
June 1940	Dunkirk. Paris is occupied by the Germans.
September 1940	Formation of the Rome/Berlin/Tokyo Axis.
June 1941	Operation Barbarossa. Germany invades the Soviet Union.
September 1941	Adolf Eichmann oversees the first gassing of Jews at Auschwitz.

APPENDEX C (continued)

December 1941	Pearl Harbor. The United States enters the war.
February 1943	The Germans surrender at Stalingrad.
April 1943	The Warsaw Ghetto uprising begins.
July 1943	Mussolini is deposed.
June 1944	D-Day.
May 1945	Germany surrenders.
November 1945	Nuremberg War Crimes Trials begin.

APPENDIX D

THE U.S. ROLE IN THE HOLOCAUST

Discussion and Questions:

1. Why did the U.S. Army refuse to bomb the railroad leading to Auschwitz?

2. Why did the U.S. turn away Jewish refugees?

3. Was General Eisenhower's decision to call in politicans and media representatives to view the death camps a necessary one, in view of attempts by revisionists to deny the reality of the Holocaust?

4. Discuss the revisionists. What is the motive behind the revisionist history?

BIBLIOGRAPHY

- BOOKS

Frankl, Viktor, Man's Search for Meaning, Beacon Press, 1962.

Furman, Harry, Holocaust and Genocide: A Search for Conscience, ADL Publications, 1983.

Hitler, Adolf, Mein Kampf, Houghton Mifflin, 1962

Keneally, Thomas, Schindler's List, Penguin Books, 1983.

Milgrim, Stanley, Obedience to Authority: An Experimental View, Harper and Row, 1974.

Patterson, Charles, Anti-Semitism: The Road to the Holocaust and Beyond, Walker and Company, 1982.

- FILMS

Avenue of the Just, 16 mm, 90 minutes. ADL Human Relations Films

Genocide, Video cassette, 80 minutes. The Simon Wiesenthal Center, 9760 West Pico Blvd. Los Angeles, California 90035

Trial at Nuremberg, 16 mm, 50 minutes. Films, Inc.

The Twisted Cross, 16 mm, 55 minutes. McGraw-Hill Films.

To Bear Witness, VHS, 30 minutes. U.S. Holocaust Memorial Council.